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ABSTRACT

This publication describes community development programs at law schools around the country, highlighting creative and innovative programs, encouraging the expansion of existing programs, and advancing the development of new programs. Ah introductory section reviews the three major law school approaches to community development: clinic programs, externship programs, and pro bono programs. The program selection process is then outlined and the key words used to categorize programs are listed and explained. The second section, on funding and organizational strategies, discusses getting started and building support, maintaining academic integrity, reaching out to the community, and leveraging funds. The following section presents profiles of major projects at 22 law schools. Each profile includes a general description, examples of major activities, and information on resources. The final section briefly reviews additional initiatives at 10 law schools, including some clinical or seminar activities that are not community development projects but have relevance for community development initiatives. Appendices include a listing of service learning requirements at 21 law schools, web page addresses of 33 law schools, and contact information for 36 institutions. (Contains 15 references.) (DB)

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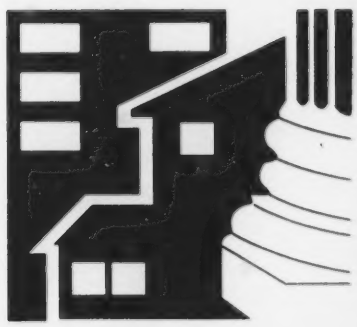


Law School Involvement in Community Development

A Study of Current Initiatives and Approaches

Prepared by David Beaning

Foreword

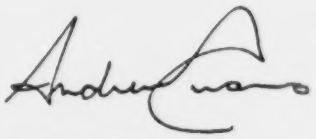
Working through an ingenious set of academic programs, America's law students are using their budding legal skills to help renew the Nation's cities. The involvement of law schools in community building has become an important link in the interlacing network of partnerships that is working to improve and empower America's cities.

Operating under the direction of law school faculty, these community-oriented programs do many things. They operate local law clinics that provide legal services for the poor and unemployed. They carry out fair housing activities and support community development organizations. They help local nonprofit groups—from homeless shelters to daycare centers—gain important tax-exempt status. They help entrepreneurs establish their businesses on a sound footing—assisting them in developing business plans, launching marketing campaigns, and adopting solid accounting practices.

Through activities like these, law students get a chance to use their expertise at the community level. Many of them will form habits of service that may last a lifetime.

The legal profession has a time-honored tradition of this sort of work. It is the tradition of "pro bono" service. "Pro bono" is a Latin phrase that means "for the sake of the good"—that is, work performed not for fees but for the good of society. In some of these programs, students do receive personal benefit in the form of academic credit. But when service to people and organizations unable to pay full fee is made part of a legal apprenticeship, and when university law departments take steps to institutionalize these programs, the result is good for America's communities. It is good for us all.

The programs described here represent just a sampling of the work done through hundreds of law schools around the country to support local communities. But not all law schools sponsor community development programs and, even where they exist, the need is greater than the available resources. Much more remains to be done to strengthen alliances between America's law schools and its communities, and we hope this publication will encourage and enable those partnerships to flourish and grow.



Andrew Cuomo
Secretary of Housing
and Urban Development

Preface

The Office of University Partnerships (OUP) at HUD helps institutions of higher education initiate and expand efforts to revitalize their communities. A key way in which OUP does this is by disseminating information about existing and emerging approaches to integrating teaching and research with service to the community. This report, which profiles the involvement of many law schools in community development, is one of many OUP publications highlighting institutions of higher education (IHEs) alternative approaches to involvement in the community.

Law schools are a tremendous resource for their communities. Through clinical and related law school initiatives, faculty and students can bring tremendous energy, enthusiasm, and expertise to the challenging work of community building. Clinical education is a proven means of integrating academic and experiential service learning, and community development clinics hold great promise for fostering community development. Yet, academically and financially, clinical education is at a crossroads.

Spurred by an encouraging 1992 American Bar Association (ABA) task force evaluation of legal skills training for law students (often called the McCrate Commission Report), clinical education has become one of the hottest topics in legal education. Despite the encouraging report, clinical legal education continues to be attacked as an extracurricular activity without meaningful academic purpose. Moreover, intense faculty supervision makes traditional clinics extremely expensive; even a program involving fewer than 20 students can require an annual budget in excess of several hundred thousand dollars. Making matters more difficult is the fact that these increasing costs have been coupled with declines in traditional funding sources. The elimination of the Department of Education's Title IX grants for clinical education and the demise of the Legal Services Corporation have deprived clinical programs of their most significant sources of external funding, leaving law schools to fund the balance. Clinics involved in community development are particularly vulnerable because they are not as well established as more conventional legal clinics.

In these challenging times for law school education, there is perhaps no greater contribution that law schools can make to reaching their academic and service goals than the transfer of knowledge about their successful practices to other law schools and community partnerships. By profiling particularly successful or innovative community development practices that law schools are using, and by facilitating dialogue between law schools and law school partnerships on this topic, this report can help law schools begin or expand their involvement in this ambitious work.

Table of Contents

Introduction and Overview 1

- Overview of Law School Approaches 2
- Selection Process for This Volume 3
- Key Word Glossary 4
- Key Word Page References 5

Getting Started and Staying Afloat 7

- Getting Started and Building Support 7
- Maintaining Academic Integrity 8
- Reaching Out to the Community 8
- Leveraging Funds 10

Program Profiles 13

Program Highlights 51

Bibliography 57

Appendices

- I. Service Learning Requirements 59
- II. Web Page Addresses 61
- III. Contact Information 65

Introduction and Overview

Few organizations can match the potential that institutions of higher education (IHEs) have to impact their communities in a meaningful way. IHEs have the institutional stability to engage in long-term planning, the diversity of functions to attack problems holistically, and an enormous amount of human resources to engage in problem solving.

In an era of downsized government and increasing community needs, HUD is interested in helping bring the resources of IHEs to bear on community challenges. Increasingly, law schools play a crucial role in community/IHE partnerships that address community needs. Law schools often are uniquely positioned to leverage public and private resources and have the standing to help bring together government agencies, businesses, and community groups interested in reaching a common goal.

Community development activities can provide law students with experience in legal practice focusing on transactions, an opportunity to work with clients from substantially different socioeconomic backgrounds, and a chance to make a significant community contribution. This guide examines law schools' community development programs, which are broadly viewed as initiatives that focus law students' energy and resources on solving the problems of a particular community. This volume examines programs at many law schools that facilitate such activities and seeks:

- To illustrate the impact of law schools on community development.
- To highlight creative and innovative programs.
- To encourage the expansion of existing programs.
- To advance the development of new programs.

The volume begins with a summary of the selection process for this publication and a listing of key words used in cross-referencing. Then, to achieve the goals listed above, it provides an overview of alternative types of law school community development initiatives, followed by profiles of selected programs. The profiles include examples of major projects and, where applicable, unique or innovative uses of resources. To facilitate the ready identification of programs of interest to a particular reader, the profiles also contain a "key words" section. Following the Program Profiles chapter are additional Program Highlights, which briefly summarize additional programs or innovative aspects of programs. Many of these include an easily replicated community development initiative. The volume's final chapter, Getting Started and Staying Afloat, deals with funding and organizational strategies.

To promote communication among law schools involved in community development, the appendixes include a list of contact information and a list of relevant Web sites. They also include a list of service learning requirements at more than 20 law schools and a bibliography of relevant articles.

Overview of Law School Approaches

While all community development initiatives have their own particular structure and requirements, these descriptions will provide those who are unfamiliar with law school community development initiatives with a better understanding of the various models.

Clinic Programs

Clinic programs combine service learning and academics as students represent clients under the direct supervision of a faculty member. Most clinics handle limited projects designed for short-term student involvement, sometimes involving small projects within a complex case. Student faculty ratios are very low, most often six to ten students for every faculty member. Most clinics represent underserved groups, often in compliance with guidelines from state supreme courts for student representation. In compliance with American Bar Association rules, students cannot receive compensation *and* academic credit for clinical work. Most clinics include a substantial classroom component, often a seminar, that focuses on skills development, pertinent legal casework, and simulation exercises. While most clinics are funded entirely by the law school, many engage in contract work with governments or receive support from client groups.

Community development clinics specifically focus on affordable housing development and/or community economic development. Affordable housing development clinics seek to build new housing or rehabilitate housing for homeless, near-homeless, and low- or moderate-income persons. Community economic development clinics, sometimes called small business development clinics, focus on the creation of a community-based economic infrastructure that produces and maintains jobs. Both affordable housing and community economic development clinics work directly on community development issues and provide legal services to groups working on these issues. These clinics typically engage in restructuring existing nonprofits, writing grant applications, incorporating informal groups, filing for 501(c)(3) nonprofit status, applying for property tax exemption, and other transactional work.

Externship Programs

Externship programs place students outside of the law school with legal service providers. Students work under the supervision of a practicing attorney, occasionally for academic credit. Some externship programs offer a seminar component and/or academic credit to complement experiential work. Some schools establish relationships with departments and agencies, placing one or two students there every semester.

Pro Bono Programs

Pro bono programs maintain listings of community service opportunities and make referrals to legal service providers that need volunteers. Mandatory pro bono programs require that students perform a certain number of hours of law-related community service as a requirement for graduation, often ranging from 10 hours to 70 hours. Some programs may include clinical experience or more general community service. These programs rely on the generosity of practicing attorneys for supervision and placement.

Selection Process for This Volume

Excellent clinical and pro bono programs with a wide variety of emphases and strengths can be found throughout the nation. These programs number in the hundreds, with many law schools having several excellent programs. Choosing a few community development programs for this small volume was thus difficult, but selection was guided by OUP's overall objective: to encourage and expand the efforts of colleges and universities to revitalize their communities as an integral part of their teaching and research mission.

With this objective in mind, a key consideration was the feasibility of replicating a program's projects, partnerships, and methods in other law schools and environments. In this same vein, an attempt was made to include a wide array of programs covering urban and rural areas, large and small law schools, and well-established and newly formed clinics. This diversity increases the likelihood that any law school can find a program suited to its particular needs. It also means, however, that excellent programs at some schools may not be highlighted. For example, while Columbia, Georgetown, and Yale have well-established StreetLaw programs, this volume highlights the excellent Street Law program at the University of Pennsylvania and focuses on other noteworthy programs at other institutions.

Finally, an effort was made to include only programs that maintain a balance among education, service, and funding considerations. The programs highlighted involve both direct student contact in the community *and* substantial supervision and guidance.

This report deals with several types of community development programs, with a focus on clinics but including mandatory pro bono programs, research programs, course-based work, and amalgamations of all of the above. Most of the clinics in this report focus on affordable housing development, but several concentrate on environmental justice, small business development, or particular topics and communities such as HIV/AIDS and Native American or tribal issues. Several clinics that do not focus specifically on community development were included because their organization and approach are an alternative to traditional models and might be applied to community development work.

Key Word Glossary

To help identify programs of particular interest to readers, key word references have been placed at the bottom of each entry. The key words and the concepts they identify are explained below. The page references for entries in which the key words apply are listed on the following page.

BUSINESS	Programs that aid business formation as a means of community development.
CURRICULUM	Programs in which community development work is integrated into an academic curriculum.
ENVIRONMENT	Environmental Justice Programs focusing on pollution within a specific distressed community.
FUNDING	Programs using innovative funding approaches.
HOUSING	Affordable Housing Development Clinics focusing on creating affordable housing or the provision of legal services to nonprofits engaged in affordable housing.
INNOVATION	Programs using a particularly innovative approach or structure.
NATIVE AMERICANS	Programs focusing on service to Native American populations.
PARTNERS	Programs involving partnerships either among departments of an institution of higher education (IHE) or among different IHEs.
POLICY	Public Policy Clinics that work with particular groups or focus on a particular issue that incorporates legislative and/or community organizing endeavors.
PRO BONO	Programs having an innovative pro bono program.
RESEARCH	Programs that focus students' efforts in researching community problems.

Key Word Page References

Following are the page references for entries in which the key words listed below (and defined on the previous page) apply.

BUSINESS	18, 20, 23, 26, 28, 30, 38, 41, 47, 50, 52, 54
CURRICULUM	28, 30, 32, 36, 38, 41, 44, 47, 50, 52, 53
ENVIRONMENT	26, 27, 36, 39
FUNDING	21, 26, 28, 32, 34, 38, 45, 52, 53, 55
HOUSING	16, 20, 26, 30, 32, 34, 36, 38, 44, 45, 48, 50, 54, 55
INNOVATION	20, 21, 23, 26, 28, 34, 38, 39, 41, 44, 45, 47, 50, 53, 55, 56
NATIVE AMERICANS	42, 56
PARTNERS	16, 18, 21, 23, 26, 34, 47, 48, 50, 52, 53, 55, 56
POLICY	16, 26, 28, 31, 41, 50, 54
PRO BONO	18, 55, 56
RESEARCH	32

Getting Started and Staying Afloat

As part of its mission of fostering university-community partnerships, OUP is interested in disseminating information about successful community development initiatives at professional schools—including law schools—around the country. Through such efforts by OUP and many others, promising or successful law school community development programs perhaps can be maintained, expanded, and replicated. In this chapter, strategies for establishing, maintaining, and expanding law school community development programs are provided. Some of these points may seem intuitive; others, less so. They are the synthesis of discussions with more than 40 clinical directors, examination of more than 20 academic articles, and review of more than 120 law school clinical programs, pro bono requirements, and community service initiatives.

Getting Started and Building Support

Clinical programs are an excellent—in many ways the best—integration of service and learning. They provide an opportunity for the university to engage in indepth, substantial community transformation. However, their substantial cost can make them a daunting venture, and their long-term sustainability may require broad support from the law school, the university, and the community. However, sustainability may be critical; if Community Development Corporations and community-based organizations become dependent on law school clinics to maintain their activities, the elimination of such a program can seriously affect a community and the standing of the law school and university in future efforts.

Accordingly, it may be appropriate to start with other programs, such as an externship-based pro bono program, rather than directly launching a community development clinical program. These less ambitious efforts begin the formation of relationships with community development practitioners, residents, government officials, and local businesses. They also allow faculty to become familiar with local procedures and politics, and to analyze the context of community development projects before taking on the responsibility of a clinical program. As students and faculty become more involved in an externship-based pro bono program, the demand for academic and clinical work in community development is likely to increase.

Law school faculty members are a critical source of advice and expertise for a community development program, and should be consulted as often as possible. As an example, SUNY Buffalo incorporated faculty guest lectures into its clinic's seminar component. Such faculty involvement in any type of law school community development initiative helps create broad faculty interest in the program, an interest that is important from a funding, and thus a sustainability or expansion, viewpoint. Law school faculty—and university faculty more generally—often make funding decisions affecting programs involving the law school, either directly as members of the administration or indirectly as committee members.

An effort should also be made to gain university involvement beyond the law school. The entire university, including undergraduates, graduate students, alumni, and faculty should be encouraged to be involved. This ensures wider university support for law school endeavors while allowing community problems to be addressed holistically on a variety of fronts. As an example, Yale has established a plethora of holistic approaches involving a wide array of university resources.

Maintaining Academic Integrity

In order to gain the support of law school administrators and faculty members, a community development program must maintain a certain level of academic integrity.[1] This integrity allows the program to shed students' and faculty's preconceived notions that community development work is nothing more than an extracurricular activity or charity work.

- Students should have the opportunity for reflection and discussion of their community work with a trained supervisor in a pedagogically sound setting so that they may become reflective practitioners who continually improve their quality of work.

- Experience within the community should provide inspiration for future research, application of current theories, and evaluation of past scholarship. Work within the community should be seen as an excellent complement to research, not a substitute. Sustained institutional commitment forms the best means for guaranteeing that the community is not studied and then abandoned.

- Community development should be incorporated into the general curriculum through course work, academic concentrations, seminars, conferences, and colloquia. As a component of a strong academic program, an experiential learning component becomes less expendable. This also enables tenure track faculty to engage in active research while working with community development programs. The University of Michigan, the John Marshall Law School, Syracuse University, and SUNY-Buffalo have integrated their clinics with the traditional academic curriculum.

Reaching Out to the Community

The university and the community should work together as collaborators to identify issues, create solutions, and develop processes that are inclusive and capitalize on what each partner has to contribute. The university should not assume the role of "white knight" or "Good Samaritan" to a passive victimized community. Additionally, the "relationship between university and community [should] not degenerate into one of scientist and specimen." (Lehman and Lento, 1992.)

- Form an advisory committee with representatives from constituent organizations including local charitable foundations, law school faculty, clinical faculty, community leaders from development corporations, government agencies, local bankers, politicians, university administrators, law school students, the local bar association, and university faculty in complementary departments (social work, urban planning, architecture, nursing, business, education, sociology, psychology). All of these representatives can provide crucial input and support, point out possibilities for expansion, act as public representatives for clinic activities, and leverage resources inside and outside of the university.

- Before starting a clinic, examine community resources, needs, and contexts. Some law schools have had to attract clients by making individuals aware of development possibilities and working to empower communities. Other law schools have entered a complex, battle-tested community development network filled with experience and expectations. Some law schools face a mix of the two models.

- Form partnerships with organizations involved in similar or complementary activities to maximize the impact of law school efforts, strengthen the validity of the clinic in the eyes of constituents, allow for more funding possibilities, and improve the quality of services offered. Possibilities for partnerships include the local bar association, other university departments, other universities in the area, government agencies, individual law firms, and other university initiatives. If the law school clinic is an integral part of broader university endeavors, support for the clinic is likely to be stronger.

- Consult the Clinical Legal Education Association (CLEA), American Bar Association (ABA) Forum on Affordable Housing and Community Development Law, National Economic Development Law Center (NEDLC), local housing authorities, and clinical directors for advice on funding, potential clients, structure, local contexts, and other valuable information. These groups have experience advising clinics, practitioners, and organizations involved in community development activities, and they are committed to the propagation of community development activities. Pro Bono Students America (PBSA), a national network of more than 70 law schools, and the National Association for Public Interest Law (NAPIL), a coalition of student groups on more than 140 campuses across the country, are committed to the development of community service initiatives.

Leveraging Funds

Creative funding strategies, whether they involve reducing costs or securing funds, must maintain a balance among cost-effectiveness, education, and service. Just as a desire to provide pro bono service to community organizations should not lead to neglect of the primary mission of legal education, neither should a desire to cut costs. The old adages "You get what you pay for" and "There's no such thing as a free lunch" spring to mind.

Compared to other vehicles of law school involvement in community development, law clinics are an expensive endeavor, yet traditional strategies for cutting costs while preserving the experiential and pro bono elements found in clinical programs often do not work. Other programs, including various pro bono programs and externships, generally do not provide the same level of quality education as clinical programs. Nevertheless, alternatives still provide service to the community, and in an era of reduced funding on all fronts, compromises must be made. These programs expand the range of experiential learning, the number of students involved, and the diversity of available work. Many schools have found innovative and effective ways of implementing alternatives to traditional clinical programs.

Externships

The externship format places students under the supervision of a practicing attorney and offers enormous possibilities for student involvement in real-life situations. Unfortunately, unless closely monitored, externship placements may devolve into clerical work. Students could argue cases in court or answer telephones. Yet, too much law school involvement may annoy the supervising attorney, drive up costs, and significantly reduce the number of available placements. Also, in larger programs, finding placements can absorb a significant amount of time. Finding a balance within the externship format has proven difficult, but many programs have met the challenge. Tulane, Columbia, and the University of Pennsylvania have created innovative structures for externships that provide opportunities for experiential learning while maintaining a high level of quality control.

Adjunct Faculty

Community practitioners acting as adjunct faculty can teach courses related to their experience, allow law schools to diversify their experiential learning curriculum, and insert a hands-on perspective of the law. These faculty members can incorporate work with community groups and government agencies as part of a larger academic workload. Students then experience the practical application of course work. Boston College has established a program that allows students to work with practitioners from a community-based nonprofit on issues of environmental justice.

Client Support of Clinical Program

Many of the Community Development Corporations serviced by the University of Michigan are just starting out in affordable housing development and are unable to pay for legal services. As they become more established, many of these nonprofit development corporations become able to contribute to the maintenance of the clinic by paying for some of their legal services. The University of Buffalo, which does an enormous amount of financial work, charges clients when arranging financing regimes. The Chicago-Kent College of Law has a unique fee-for-service arrangement that requires clinical instructors to earn their salaries from the fees they charge. The Harvard Law School Community Enterprise Project uses a sliding scale to determine how much to charge clients for assistance in establishing a small business. Though not mentioned in the program descriptions, the University of Wisconsin has established several clinics that became separate legal service providers after establishing financial independence.

Leveraging Faculty Resources

Several programs use third-year law students who are participating for a second year in a supervisory role to maximize faculty resources. These advanced law students review first drafts, answer simple questions, handle basic administrative tasks, and troubleshoot. As a result, faculty involvement can be more effectively focused on substantive matters including approval of final drafts, courtroom supervision, client relations, and skills development. This format allows for both increased student participation and a broader focus for the program as a whole. The University of Pennsylvania uses experienced students as managers in several of its in-house pro bono programs. The George Washington University Law School allows a third-year student to serve as the student director. Georgetown Law Center has a large graduate fellowship program that provides each clinic with graduate student assistance in supervising student work.

Endnote

1. The section on academic integrity was prepared with the help of Nina Tarr, President of the Clinical Legal Education Association and Professor and Clinical Director at the University of Illinois-Urbana Champaign.

Program Profiles

This chapter profiles community development programs at more than 20 law schools. While the profiles do not necessarily include every type of community development opportunity available to students at a particular school, they do include examples of specific projects in which students are involved. Collectively, the profiles reflect the wide range of community development activities available through law schools across the country. The next chapter, Program Highlights, briefly summarizes additional programs or innovative aspects of additional programs at certain law schools, including several that are not community development-oriented but whose innovative aspects may have relevance for a law school community development initiative.

Law schools referenced in this chapter include the following:

- Cleveland State University, Cleveland-Marshall College of Law
- Columbia University Law School
- Duquesne University School of Law
- Franklin Pierce Law Center
- The George Washington University Law School
- Georgetown University Law Center
- Golden Gate University School of Law
- Harvard University Law School
- The John Marshall Law School
- New York University School of Law
- Pace University School of Law
- St. Louis University School of Law
- Stanford University Law School
- State University of New York-University of Buffalo School of Law
- University of Baltimore School of Law

- University of California at Los Angeles (UCLA) School of Law
- University of Colorado School of Law
- University of the District of Columbia School of Law
- University of Michigan Law School
- University of Tennessee College of Law
- University of Washington School of Law
- Yale University Law School

Cleveland State University, Cleveland-Marshall College of Law

The ***Community Advocacy Clinic*** and the ***Law and Public Policy Clinic*** at Cleveland-Marshall College of Law have been active throughout the Cleveland area in a number of ways. The Community Advocacy Clinic works primarily with nonprofit development corporations on transactional issues and educational workshops. The Law and Public Policy Clinic has worked to inform community-based organizations about the impact of changes in the tax code and the impact of welfare reform on their constituent communities. The two clinics work together closely on a variety of issues.

Examples of Major Projects

- **Ohio City Near West Development Corporation:** A 20-unit apartment building converted to condominiums has gone into receivership, and students are involved in cooperative litigation to reach a settlement that allows their client to rehabilitate and renovate the building without acquiring the liabilities.

- **Business Improvement District:** Students are studying the Business Improvement District (BID) efforts of several large nonprofit developers in downtown Cleveland to help their clients in future endeavors that might utilize Ohio's BID laws.

- **Property Tax Exemption:** Students are evaluating the relevance of various property tax exemption provisions for low-income housing developments to develop the institutional competence needed to apply for tax-exempt status for clients.

- **Workshops and Manuals:** Working with the Cleveland Neighborhood Development Corporation, students have produced a variety of workshops and manuals on topics including nonprofit governance, property management, eviction, and personnel management.

Resources

The Clinic works very closely with the College of Urban Affairs, and joint degree students in the College of Law and the College of Urban Affairs are required to participate in the Community Advocacy Clinic. When particular skills are needed, students and faculty from other departments are brought in to help. For example, a student from the Urban Planning, Design and Development program helped out in a study of Crime Prevention Through Environmental Design.

The Clinic has been particularly successful in obtaining grants from local foundations; both the Cleveland Foundation and the Gund Foundation have provided generous seed grants.

Key Word(s): Housing, Policy, Partners

Columbia University Law School

Among the community development opportunities available at Columbia are the ***Non-Profit Organizations/Small Business Clinic*** and the ***Pro Bono Program***. The Non-Profit Organizations/Small Business Clinic provides legal assistance to nonprofit organizations and small businesses in corporate and tax matters. Many of these organizations and businesses are new ventures that need help in creating appropriate legal structures for their organizations. Others are established organizations with legal needs relating to expansion or new activities. Past nonprofit clients include international human rights groups, groups developing low-income housing, community education and employment programs, and theater and dance companies.

Through the Pro Bono Program, students must complete 40 hours of pro bono work—receiving neither pay nor academic credit—between the end of their second year and graduation. Many students commit significantly more time using the Pro Bono Students America database of pro bono opportunities, creating independent projects, or working on in-house pro bono projects. Many in-house pro bono projects allow the school to focus on specific issues and communities, allowing for long-term commitment and partnerships with community agencies that extend beyond individual students' projects. Columbia-based projects include the Domestic Violence Project, Political Asylum Workshop, Legal Outreach Mock Trial Program, Fair Housing Clinic's Testers Project, RightsLink, and Unemployment Action Center.

Examples of Major Projects

- **Small Business Pilot Project:** This program is designed to promote economic development through assistance to both startup ventures and established businesses seeking to grow. Clients are based largely in the Upper Manhattan Empowerment Zone and include a bakery, a jewelry business, a floor refinishing company, and a furniture manufacturer. The eventual goal is to work with students and faculty from the Business School and other parts of the University, as well as with pro bono law firms, to provide more comprehensive services to small business clients. These services could include business plan development as well as assistance with marketing, financing, and accounting. In addition to direct representation, an educational program of seminars, materials, and roundtables is contemplated.

- **Community Lawyering Project:** Columbia has joined with The Legal Aid Society's Community Law Office (CLO) in a project where Columbia students assist CLO lawyers in the representation of individuals, tenant groups, and community development associations in upper Manhattan. Students may research and draft complaints, affidavits, motions, and briefs. Other students are involved with tenant associations that are acquiring their buildings through New York City's TILL Program. As part of the annual Public Interest Awareness Week, the

Project also presents panels focusing on the socioeconomic history and current realities of Harlem and a walking tour of the neighborhood.

Key Word(s): Business, Partners, Pro Bono

Duquesne University School of Law

The ***Economic and Community Development Law Clinic*** (ECD Law Clinic) at Duquesne University School of Law works with a variety of nonprofit groups committed to community and economic development. Clinic students currently represent more than 20 development organizations involved in approximately 50 projects. At its inception, the ECD Law References are inconsistent entered into a partnership with Action Housing, a nonprofit housing developer for low-income families. The ECD Law Clinic thus benefited from decades of development experience and contacts throughout the region. The ECD Law Clinic recently opened an outreach office, supported by a generous grant, to expand work with communities in Steel Valley, an area formerly dominated by the steel industry.

Examples of Major Projects:

- **Satellite Office Network (SON):** The ECD Law Clinic assisted in the incorporation of this initiative. SON provides accounting and bookkeeping services to small and medium-sized businesses, and in so doing, employs a network of homebound persons with disabilities who are trained to use personal computers and the Internet. Working with Duquesne's Small Business Development Center, the ECD Law Clinic developed a business plan for SON.

- **Legislative Advocacy:** Working with the Mon-Valley Unemployed Committee, the ECD Law Clinic is working on welfare reform and other initiatives that affect the hungry. The Clinic has also proposed legislation that would remove regulatory barriers to the establishment of home- based businesses.

- **Homeless Women's Shelter:** ECD Law Clinic students have represented local agencies at a series of zoning and planning commission hearings for several shelter sites. Students have also worked on negotiations and appeals processes for several other projects.

- **Unemployment Law Clinic:** This clinic is being formed through the ECD Law Clinic to enlist nonprofit agencies and area attorneys in providing legal services to unemployed individuals. A personal bankruptcy component is being added to this service.

- **Model Lease:** The ECD Law Clinic has developed a model lease for a development corporation that renovates and leases group homes for clients with emotional and mental disabilities. The lease uses color icons to delineate responsibilities in a way that residents can easily understand.

Resources

The ECD Law Clinic received a $100,000 two-year grant from the Vira I. Heinz Endowment to start a Steel Valley outreach office.

Key Word(s): Business, Housing, Innovation

Franklin Pierce Law Center

The ***Innovation and Creativity Clinics*** at the Franklin Pierce Law Center have a fundamentally different structure than traditional clinics. Using the services of intellectual property professors and outside patent attorneys, and working closely with the New Hampshire Industrial Research Center's Inventors Assistance Program, these clinics allow students to work directly with inventors on the patent application process.

Students do not provide legal services or legal advice. Rather, they provide guidance through the complicated patent approval process, as well as patent research and technical assistance with the actual application, to inventors from New Hampshire. Due to a unique structure, more than 50 students participate annually in a program with a budget of less than $36,000. Students receive no academic credit for their work, but instead are paid a modest hourly sum. The bar has been extremely supportive. Practicing attorneys provide pro bono services, acting as mentors and supervising and reviewing student work.

Examples of Major Projects

- **Utility Patent Applications:** While the Clinic is not limited to fully supervised projects, some students work on larger cases, typically involving utility patent applications. These projects involve regular meetings with faculty and practitioners to review students' work and give guidance on future work.

Resources

New Hampshire provides a major portion of the funds for this clinic to protect inventors from fraudulent patent services. The Law Center successfully meets this need without infringing on the local bar's customer base. For analysis of the commercial attractiveness of their invention, inventors are referred to the University of Wisconsin's Innovation Service Center, which provides a market evaluation for $300.

Key Word(s): Funding, Innovation, Partners

The George Washington University Law School

The ***Small Business Clinic*** (SBC) at The George Washington University Law School provides free startup legal assistance to area small businesses (primarily microenterprises) and nonprofit organizations. It is the only clinic in the Washington area dedicated to this work, and as a result its services are in great demand. Law students create legal structures for new businesses such as limited liability companies and corporations. They also guide local entrepreneurs through the tax and legal regulatory requirements for starting a small business. The SBC is funded in part by the U.S. Small Business Administration and is a legal specialty subcenter of the Howard University Small Business Development Center. The ***Community Economic Development Project*** (CEDP) is a component of the SBC. The CEDP provides legal assistance and educational materials to individuals and groups that support self-help empowerment initiatives for low-income people in areas such as self-employment, job creation, affordable housing, employment and business opportunities, and revitalization of commercial districts. CEDP clients have included nonprofit organizations engaged in microenterprise development, job training, and community building through initiatives such as local currency and neighborhood bartering systems.

Examples of Major Projects

- **SiNGA, Inc.:** This SBC client is a nonprofit organization with a name meaning "Thread of Life." Its mission is to provide hands-on training in apparel/textile design, manufacturing, retail sales, and entrepreneurship to at-risk youth and persons moving from welfare to work. SiNGA will offer a two-year, hands-on, job rotation training program in which students are taught and supervised in a team-oriented environment. After completing the program, graduates with sound business plans will join SiNGA in its incubator site for continued partnering, including microbusinesses and possibly business cooperatives. SBC will provide continued legal assistance. SiNGA also participates in an interdisciplinary project of law, business, and engineering faculty and students to assist local technologically based enterprises. More information appears on the SiNGA Web site, <www.seas.gwu.edu/student/shah/frame1.htm>.

- **St. Stephen's Community Center:** This Washington, D.C., faith-based nonprofit organization fosters community economic development by building collaborative relationships between organizations that provide holistic approaches to the needs of individuals and families seeking to improve their lives. The SBC obtained tax-exempt status for this client and provides ongoing legal assistance.

- **Community Education:** As part of a community education effort, SBC students helped draft *Help With Housing: A Guide to Affordable Housing Resources in Washington, D.C.* As part of a collaborative effort with the Greater Washington

Area Board of Trade's Community Business Partners Program, SBC students taught neighborhood business owners about the D.C. provisions of the 1997 Taxpayer Relief Act.

Key Word(s): Business, Innovation, Partners

Georgetown University Law Center

With almost 300 students per year enrolled in clinical courses, the Clinical Program at Georgetown University Law Center is one of the largest, most diverse, and most effective programs of this type in the country. Students receive instruction from 14 full-time faculty and 24 graduate fellows, all of whom have experience as practicing attorneys. The 24 Clinical Graduate Fellowships are designed to provide highly motivated new lawyers with the opportunity to develop skills as teachers and litigators within an exciting and supportive educational environment. Each Fellow is in residence at a particular clinic. Fellows receive a $31,000 stipend plus tuition and fees, and upon completion, receive a Master of Laws (Advocacy) degree. Two of the most relevant clinic initiatives, the ***Environmental Justice Clinic*** and the ***Harrison Institute for Public Law***, are profiled here.

Environmental Justice Clinic

Under the Institute for Public Representation at Georgetown University Law, the ***Environmental Justice Clinic*** focuses on the needs of individual client groups, ranging from research to litigation to legislative drafting. While concentrating primarily on neighborhoods along the Anacostia River watershed in the Southeast section of D.C., the Clinic has worked with a variety of nonprofit groups, including a Native American tribe in the Williamsburg area of Virginia. The level of community organization and the effectiveness of established community groups have been major factors in the viability of particular projects.

Examples of Major Projects

- **Child Lead Poisoning:** The Clinic and a coalition of activists have been involved in a long-term effort to encourage the District of Columbia to take a more proactive approach to testing for and reducing lead-based paint hazards. Poor children living in deteriorating housing are most vulnerable to lead poisoning. Students drafted testimony for coalition members to present at two City Council hearings on childhood lead poisoning; the testimony was eventually incorporated into legislation. The Clinic also helped prepare a HUD grant application for funds to pay for lead-based paint abatement.

- **St. Elizabeth's Hospital Ash Dump:** The Clinic has been working with an Advisory Neighborhood Commission and residents to deal with 800,000 tons of incinerator ash in a dump on the grounds of the city-owned St. Elizabeth's Hospital on the Anacostia River watershed. Located in an area with a predominately low-income and African-American population, the ash pile is adjacent to a prenatal care clinic, trailers for homeless people, and residential housing. Neighborhood children have also used the area as a playground. Environmental Protection Agency (EPA) tests have revealed the presence of

carcinogenic materials. As a result of the Clinic's work, the National Capital Planning Commission rejected the Washington Metropolitan Area Transit Authority's (WMATA) plans to build a subway line through the ash pile. WMATA now plans to tunnel under the hospital site to avoid increasing residents' risk of exposure to the toxic materials. The Clinic is considering litigation to compel cleanup of the ash dump.

Harrison Institute for Public Law

The ***Harrison Institute for Public Law*** provides legal services to strengthen political and economic democracy. Students and staff work together in two different programs: a housing and community development practice, and a public policy program. Institute clients include community development corporations, housing cooperatives, and government agencies. Its policy clients also include citizen coalitions, national nonprofit associations, and state legislators.

Examples of Major Projects

- Nonprofit Community Development Corporation (CDC) in Washington, D.C.: The residents of a public housing complex have established a Community Development Corporation (CDC) with residents of an adjacent apartment building. The CDC is redeveloping the properties in partnership with the District housing authority, a private developer, and the Enterprise Foundation. Legal work included drafting the partnership agreement and designing a microloan program. The development will provide 314 housing units, with 100 units set aside for the elderly and the rest a combination of market rate, subsidized rental, and homeownership. Residents have planned a community center, a day care center, and a job referral service for the property.

- **60-Unit Limited-Equity Cooperative in Arlington, Virginia:** This client is a 17-year-old limited-equity cooperative with members from diverse socioeconomic backgrounds, including households receiving federal Section 8 assistance. After two years of study, the coop decided to convert to a condominium if none of the low-income families would be involuntarily displaced. Legal work included advice regarding corporate procedures, tax analysis, preparation of cooperative/condominium documents, contract negotiation, review of loan documents, and participation in development team meetings.

- **Microenterprise Policy:** On behalf of the Association for Enterprise Opportunity, the Institute developed a policy survey for the state to interest them in creating microenterprise programs. Options in the survey include loan capital, business networks, and the use of nonprofit financial intermediaries. Initially created in the developing world, microenterprise programs create small businesses by providing loans for seed capital. These programs then leverage these small pools of funds to

create jobs. This project is part of a larger visibility campaign for microenterprise involving a PBS-TV documentary.

- **Community Health Policy:** The Institute staff and students created a menu of policy options designed to support community health workers. Community health workers serve the communities in which they live by providing health education and outreach services. After preparing the policy menu, the Institute drafted legislation to require managed care plans in Maryland to provide outreach services to Medicaid beneficiaries.

Key Word(s): Business, Environment, Funding, Housing, Innovation, Partners, Policy

Golden Gate University School of Law

The ***Environmental Law and Justice Clinic*** at Golden Gate University provides free legal services and educational services to communities, primarily low-income communities of color, that are particularly burdened by environmental degradation. The clinic does not focus on litigation, and students use a problemsolving approach rather than focusing on a particular strategy to address their clients' problems.

Examples of Major Projects

- **Hazardous Waste Incinerator:** Working with community groups in Richmond, California, students filed complaints in an administrative process that led to the preparation of an environmental impact report on a proposed hazardous waste incinerator.

- **Parking Law Enforcement:** Students represented a neighborhood group in negotiations to increase enforcement of parking regulations against diesel trucks parking overnight illegally.

- **Manuals and Workshops:** The Clinic has published the *Tenants' Handbook: Your Legal Right to Lead Safe Housing*, the *Landlords' Handbook: Guide to Promoting Lead Safe Housing*, and the *Community Guide to Environmental and Occupational Safety Laws*. Students have conducted educational workshops and attended community meetings to explain public information laws, environmental justice issues, and ways to address environmental pollution.

Key Word(s): Environment

Harvard University Law School

Two programs at Harvard University Law School that have a community-building emphasis are the ***Community Enterprise Project*** (CEP) and ***Community Based Advocacy*** (CBA).

CEP seeks to increase access to capital and to develop equity ownership in the community by low- and moderate-income individuals, entrepreneurs, small business owners, and community-based organizations operating within CEP's target communities. CEP provides legal assistance at below-market rates and on a sliding scale to achieve these goals. The project provides legal assistance to community-based organizations and social enterprises that promote corporate investment in minority and/or low-income communities and that develop innovative solutions for unmet community needs. CEP complements a course on community economic development.

CBA is a field-based course that combines practical experience with theoretical understanding. Its goal is to increase the capacity of community-based groups and their members to analyze and address legal and social problems in creative and proactive ways. The focus is on the role of the lawyer as counsel to grassroots groups. Students learn specific skills for helping groups educate themselves about their rights, analyze problems, assess their resources, and develop strategic action plans. Each student works with a community-based group during the semester, preparing and presenting at least one interactive workshop that addresses legal issues of concern to the group, then following up on needs and ideas that come out of the workshop.

Examples of Major Projects

- CEP has worked with several CDCs to set up and administer home rehabilitation loan funds, which provide low- or moderate-income owner-occupants with an opportunity to alleviate lead-based paint hazards and/or rehabilitate deteriorated housing.

- CBA students have worked with elderly immigrants, low-income battered women, and families of prison inmates. They have conducted workshops on topics such as welfare cuts for immigrant families, childcare programs for low-wage workers, economic safety-planning for battered women, and rights of inmates transferred to other states.

Key Word(s): Business, Curriculum, Funding, Innovation, Policy

The John Marshall Law School

The ***Affordable Housing Development Clinic*** at The John Marshall Law School grew out of the Fair Housing Legal Clinic's general work with community groups, nonprofit developers, and individuals living in the community. The Affordable Housing Development Clinic enables community organizations that are inexperienced in affordable housing development to create a community-based agenda and work toward community-identified goals. Students in the undergraduate program, JD program, and LL.M. Real Estate program work on a variety of projects. The Clinic has a very close working relationship with the Metropolitan Housing Development Corporation (MHDC) of Chicago, and also works with many other nonprofit organizations involved in affordable housing development.

Examples of Major Projects:

- **Senior Campus:** The Clinic assists this nonprofit organization, which offers a variety of handicapped-accessible residences and support services designed to meet elderly residents' needs. Prospective residents sell their homes and move into a new house, condominium, specialized apartment, or managed care facility at Senior Campus with a 90-percent redeemable life estate. Residents reduce their housing costs since the small service fee is considerably less than the tax on their previous home. Moreover, because the development is owned by a nonprofit organization, the assessor has reduced the payment in lieu of taxes.

- **Redevelopment of Public Housing:** The MHDC and the Clinic are working together to tear down existing public housing and build town houses that will be leased with an option to buy using the Section 8 program funds. Two highrises will become a limited partnership to access tax credits, and eventually the entire project will be turned over to residents as a limited equity cooperative.

- **Job Creation:** Plans are in the works for a convenience store, a security company, a laundromat, and a community credit union in connection with the redevelopment of two public housing sites to include tax-credit apartments and units that will be made available to eligible persons. Students in the clinic provide legal advice and counseling.

- **Midnight Basketball:** A local facility has tentatively agreed to allow the use of its parking lot for midnight basketball and similar athletic program. Law students provide legal advice and consultation, and draft legal documents.

- **Catholic School Rehabilitation:** MHDC and the Clinic are working with the owner, the city government, and community, church, and social service groups to renovate an abandoned Catholic school using tax credit funds, HOME funds and

revenue from a gambling boat to provide affordable housing. Students worked with the developer in 1998 to include units of assisted housing.

Key Word(s): Business, Curriculum, Housing

New York University School of Law

New York University's ***Public Policy Advocacy Clinic*** explores, evaluates, and implements strategies for change in public policy by a variety of means including the use of media, community organizing, lobbying, and influencing public officials. Each of these projects is closely aligned with the efforts of local community groups, complementing and advancing their work. During the seminar component in the fall, students learn principles of persuasion and change, problem identification and problemsolving, and group and political dynamics. They study theory and real-life examples and test solutions through actual application and simulation techniques. Student teams will be asked to analyze elements of their own fieldwork problem in light of the theory and applications covered in the seminar. The Clinic and seminar effectively incorporate academic and experiential learning by applying a multitude of social science theories to application and analysis of fieldwork.

Examples of Major Projects

- **Immigrant Access to Benefits:** Students have developed expertise in the new welfare law as it relates to immigrant eligibility for benefits. They trained community groups about the new law, counseled immigrants through community-based organizations, developed an educational video for community use, analyzed congressional debate that led to the new law, and developed strategies for modifying the law.

- **Overcoming Obstacles to Funding and Implementation of Needle Exchange Programs:** In order to assist in curtailing the spread of HIV/AIDS and Hepatitis B, students evaluated recommendations by the University of San Francisco Public Health Center and the Needle Exchange Program of the San Francisco AIDS Foundation. Students also analyzed obstacles to needle exchange programs in specific locales, including federal restrictions on funding and laws against distributing drug paraphernalia; identified solutions; and proposed ways to implement those solutions. The San Francisco AIDS Foundation pursued one of the suggested courses of action.

Key Word(s): Policy

Pace University School of Law

The ***Pace Land Use Law Center*** provides an array of services that form a holistic approach to sustainable community development. While creating inclusive structures of involvement at the local level, the Center focuses on alternative dispute resolution, mediation, and negotiation. The Center sponsors two conferences per year—one aimed at attorneys and the other aimed at community leaders—to promote communication among the Center, practitioners, and community-based organizations. Approximately 20 students per year develop research projects based on identified community needs.

Examples of Major Projects

- **Publications:** The *Local Leaders' Guide to Land Use Practices* covers 50 land-use topics, ranging from comprehensive planning to transfer of development rights and conservation easements. It was written for local officials, environmentalists, developers, and land-use practitioners.

- **Community Leadership Alliance Training Program:** The Center conducted training programs on land-use strategies and facilitated community decisionmaking for local leaders from both the government and nonprofit sectors in the Hudson River Valley. Among the training programs is a four-day course on land-use law and various techniques to promote sustainable community development. Future training sessions will focus on watershed areas and transportation corridors.

Resources

Approximately 20 percent of the funding for the Pace Land Use Law Center comes from contract research work done by students for academic credit. Additionally, a congressional grant and a multiyear funding commitment from a local attorney help finance the center.

Key Word(s): Curriculum, Funding, Housing, Research

St. Louis University School of Law

The St. Louis University School of Law ***Housing and Finance Clinic*** works very closely with local nonprofit housing developers on all aspects of housing development and sale, including how to obtain financing through HUD's HOME and Community Development Block Grant programs and how to use low-income housing tax credits. A major client is the local chapter of Habitat for Humanity, which engages in the sale and development of dozens of homes. This work includes a project involving a 40-home development in the St. Louis Enterprise Community.

Examples of Major Projects

- **Interdisciplinary Housing Symposium:** This course, closely linked to the Clinic, is offered annually in conjunction with St. Louis University's School of Social Service and Department of Public Policy and Washington University's Schools of Social Service and Architecture. The program has evolved from academic simulations to actual direct community work with community leaders asking for advice and interdisciplinary teams of students and faculty creating proposals, many of which have been incorporated into final plans. An example is a plan for development of property to provide affordable housing sale and rental opportunities for municipal workers in suburban Clayton. The plan, requested by an alderman, is currently under consideration by the City Council.

- **Professional Housing Resources, Inc. (PHRI):** PHRI is a nonprofit corporation established to provide a wide range of coordinated and free professional services to nonprofit housing developers. Students provide legal assistance on PHRI projects, working in teams and coordinating their efforts with other professionals including accountants, builders, social workers, and architects.

- **Conference on Affordable Housing for Community Organizations and Nonprofit Corporations:** This conference, held annually each fall, allows nonprofit housing developers to share ideas and strategies, speak with government agencies about funding possibilities, and network with lawyers, accountants, and others on specific issues. Students serve as the primary organizers of the conference, which is held at the school.

- **Neighbor to Neighbor:** As part of a universitywide project, law students work with other students and faculty from various schools and departments to provide services—including legal assistance, health screening, and business advice—to three urban neighborhoods.

Resources

This Clinic works closely with the local bar's effort to create a pro bono community dedicated to affordable housing. As a result, the bar often provides attorneys to act as co-counsel for cases with students, allowing for more students to participate in clinical work.

Key Word(s): Funding, Housing, Innovation, Partners

Stanford University Law School

The ***Community Law Project*** (CLP) and the ***Community Environmental Clinic*** (CEC) at Stanford University both focus on East Palo Alto, California.

At CLP, a community economic development attorney and a housing attorney train public interest law students, run community workshops, and represent individual and group clients in litigation and legislative matters. The community economic development attorney and the students work with resident organizations and city officials to bring additional goods and services to the community, improve tax revenue, strengthen minority businesses, and increase job training and employment opportunities. The housing attorney and the students monitor legislative developments and work with local and state groups to maintain and increase affordable housing.

CEC, part of the law school's Environmental and Natural Resources Law Program, places multidisciplinary teams of students and faculty on community-based projects that address lead abatement, groundwater contamination, urban planning, and chemical recycling. CEC is offered with two environmental justice courses.

Examples of Major Projects

- **East Palo Alto Homebuyer Education Program:** CLP law students help with the preparation and presentation of a series of homebuyer workshops to assist low- and moderate-income first-time homebuyers in obtaining affordable housing. The students work with the East Palo Alto Community Alliance and Neighborhood Development Organization, a community economic development and affordable housing development grass roots coalition of groups and individuals dedicated to capital reinvestment in East Palo Alto.

- **Romic Environmental Technologies, Inc.:** Romic is a hazardous waste and solvent recycler located in a redevelopment zone in East Palo Alto. CEC is working to inform residents and local groups about Romic's activities, including a proposed expansion and an environmental impact report.

- **Contamination and Cleanup:** CEC is working with the Environmental Protection Agency and community organizations to locate, analyze, and ensure the cleanup of contaminated sites. CEC will also be involved in informing the community about contamination findings and cleanup efforts. It will work with officials to isolate contaminants to protect local residents. Of specific concern are the tests conducted in an industrial area in preparation for redevelopment.

- **Land-Use Planning:** CEC is working to ensure resident involvement in the General Plan Revision, representing groups in connection with specific land-use

proposals and general analysis of selected plan elements, and striving to make area residents more aware of available planning options. The Clinic is also involved in opposing the proposed Shore Breeze project, a low- and middle-income housing development in a contaminated industrial area.

Key Word(s): Curriculum, Environment, Housing

State University of New York-University of Buffalo School of Law

The community development component of the State University of New York-University of Buffalo Legal Assistance Program consists of two parts. The ***Affordable Housing Development Clinic*** provides legal counsel to community organizations involved in subsidized housing development, and the ***Community Economic Development Clinic*** (CEDC) works with local organizations in job retention and enterprise development strategies. In both clinics, the clients are organizations committed to economic development that benefits disadvantaged or under-represented populations. Clinical work is integrated into two curriculum concentrations—community development and finance transactions—each with a required clinical component. It is also linked with SUNY-Buffalo's cosponsorship and editorial coordination of the quarterly *ABA Journal of Affordable Housing and Community Development Law*; many clinical students serve on its editorial board and clinical work often leads to student or faculty journal publications.

Examples of Major Projects

- **Precious Jewels Day Care Center:** This childcare venture provides affordable, quality day care for low-income children. CEDC helped establish and gain tax-exempt status for the Center and continues to assist it with regulatory compliance, tax, and contract issues.

- **Niagara Frontier Growers Cooperative Market:** CEDC helped restructure this large wholesale and retail produce market owned and operated by regional farmers.

- **Jubilee Community Loan Fund:** The Fund serves as a vehicle for socially responsible investment and financing for community-based enterprises and affordable housing development. CEDC helped establish and capitalize the Fund and serves as ongoing lender counsel.

- **Transitional Services, Inc.:** The Affordable Housing Development Clinic helped with financing for this organization and assisted with the renovation of a building to house and provide services for people suffering from mental illness.

- **St. Ann's Rectory:** The Affordable Housing Development Clinic helped convert this century-old Jesuit rectory in western New York into 19 subsidized housing units for elderly residents through the use of tax-credit financing, a limited partnership structure, and multiple funding sources, both public and private.

- **Benedict House:** HDC helped establish this project to provide housing for people with advanced AIDS. It assisted with the acquisition and rehabilitation of property, and continues to assist with regulatory issues.

Resources

The clinics sometimes charge fees, especially when the program helps clients obtain substantial financing. The clinics have leveraged over $25 million in development funds.

Key Word(s): Business, Curriculum, Funding, Housing, Innovation

University of Baltimore School of Law

At the University of Baltimore, students in the ***Community Development Clinic*** represent nonprofit community associations and offer assistance in improving the quality of life in their low-income neighborhoods, primarily through transactional work. Under the supervision of a faculty member, students interview clients, investigate legal problems, perform legal research and drafting, counsel corporate organizational boards, and advocate for clients before various governmental and private agencies. Litigation projects include drug nuisance abatement, zoning, and receivership actions.

Examples of Major Projects

- **Community Gardens:** The Clinic represents a nonprofit corporation formed to run community gardens on 47 vacant city-owned lots to improve the neighborhoods. The Clinic has assisted with general corporate and tax issues and provided advice on matters relating to the operation of the gardens.

- **Community/Youth Centers:** The Clinic represents three nonprofit organizations in varying stages of developing community centers. The Clinic has assisted with drafting leases and with grant contract interpretation and compliance. It is working on the acquisition of vacant houses through tax sale foreclosure.

- **Vacant House Receiverships:** The Clinic represents a community development corporation seeking to enforce city building codes through a receivership action. If the present owners do not bring the properties up to code, the Clinic will proceed with an action to have a receiver appointed for the properties.

Resources

The Clinic received a $20,000 grant from the Maryland Legal Services Corporation to develop this program, which is now funded by the School of Law.

Key Word(s): Environment, Innovation

University of California at Los Angeles (UCLA) School of Law

Three clinical seminars at UCLA School of Law involve students in community development and related public policy issues in a nonlitigation context. These include ***Local Economic Development*** (Development); ***Community Outreach, Education and Organizing*** (Outreach); and ***Public Policy Advocacy*** (Advocacy). Each combines classroom study and field placements. Through Advocacy, students work in collaboration with public interest lawyers and community activists. The course is goal-centered, seeking to achieve client goals through advocacy in the public policy arena. Students acquire advocacy skills substantially different from those developed in litigation-oriented clinics. In Development, students study the dynamics of local economies, how development plans respond to the needs of low-income populations, and how economic development lawyers might make their work be more responsive to the needs of distressed communities. The Outreach course envisions outreach, education, and organization work as part of a collaboration that helps people draw on their existing problemsolving abilities to address everyday problems and long-term collective needs.

Examples of Major Projects

- **Problems of Pediatric Lead Poisoning:** In collaboration with a coalition that included the National Resources Defense Council and the National Association for the Advancement of Colored People (NAACP), Advocacy students served as facilitators at a conference that brought community health providers, pediatricians, and state and local agencies together to discuss solutions to problems related to the enforcement of lead-related regulations. Other students worked on Spanish educational videos.

- **Slum Housing:** Working for the Blue Ribbon Citizens' Committee on Slum Housing, Inquilinos Unidos, Community Building Institute, the Coalition for Economic Survival, and various tenant groups across Los Angeles, Advocacy students investigated housing code enforcement, prepared presentations for community education, and issued reports to local media and political leaders.

- **Proposition 187:** This proposition dealing with legal immigration and aliens created confusion and concern among legal aliens. Outreach students collaborated with a small local nonprofit health clinic in launching an extensive education campaign about the law and the status of pending litigation seeking injunctive relief from it.

- **Garment Industry:** Outreach students worked with garment industry workers and put on a workshop helping educate workers about laws and the risks associated with attempting to enforce them. As UCLA law students and others

realized the inadequacy of information about the garment industry itself, development students began studying the industry, documenting its nature and publishing reports on the topic.

Key Word(s): Business, Curriculum, Innovation, Policy

University of Colorado School of Law

The ***Indian Law Clinic*** at the University of Colorado School of Law performs a variety of legal services that deal with Native American concerns on the local and national levels. Clinical students have also worked with the judiciary to strengthen the dispute resolution system for the Southern Ute Tribe and successfully sued a local school district to force the construction of a new high school. Local experts and nationally prominent practitioners often speak to clinical students.

Examples of Major Projects

- **Denver Indian Center:** Through a partnership with the Denver Indian Center, clinical students have sponsored seminars for area service providers, held community education sessions on topics such as family law and home ownership, and worked with the in-house attorney on affordable housing issues.

- **Native American Rights Fund (NARF):** A partnership with NARF has students drafting legal codes according to specific tribal needs, including a Wood Gathering Code and a Child Welfare Code for the Klamath Tribes. The NARF partnership also led to legislative history research for the Alliance for the Protection of Native People in National Parks.

Key Word(s): Native Americans

University of the District of Columbia School of Law

The University of the District of Columbia School of Law is required by statute to emphasize clinical studies and to serve low-income residents. It is the only law school that requires students to participate in community service during each year of law school. First-year students participate in a mini-course in Law and Justice and must perform 40 hours of community service. Second- and third-year students must participate in a seven-credit-hour clinic.

Two relevant clinics are the ***Housing and Consumer Law Clinic*** (HCLC) and the ***HIV/AIDS-Public Entitlements Clinic*** (HIVC). HCLC has two sections, one focusing on representing clients in litigation and the other focusing on transactional work with nonprofit organizations. HCLC has a strong emphasis on property acquisition and development. HIVC uses an interdisciplinary approach, enabling clients to pursue a variety of strategies and allowing students to work with professionals in other disciplines. HIVC focuses on families, women, children, and inmates affected by the AIDS epidemic. Clients are guided through the application process for Social Security benefits and if necessary, the administrative appeal process. Living wills and guardianship programs allow dying parents to secure their children's futures. Clients are referred from area social services agencies, hospitals, and shelters.

Examples of Major Projects

- **Rental to Cooperative Housing Conversion:** Under certain circumstances, when a multi-family property is sold in the District, a tenant association has the right of first refusal. HCLC has helped several tenant organizations exercise this option and convert the property to a nonprofit housing cooperative. This includes assisting in all stages of financing and handling closing transactions.

- **Family Ties:** Through a partnership with the Consortium for Child Welfare, a Department of Health and Human Services-funded program, HIVC works to minimize the impact of parental AIDS. The Clinic is one of many service providers.

- **Ryan White Title I Project:** HIVC provides necessary legal services for 60 clients per year under a federally funded contract.

Resources

UDC obtains funding from a number of different sources, including the D.C. Bar Foundation. UDC also participates in an Aid to Abandoned Infants Act grant administered by the

Department of Health and Human Services as a subrecipient, and receives funding through the D.C. Agency for HIV/AIDS.

Key Word(s): Curriculum, Housing, Innovation

University of Michigan Law School

Legal Assistance for Urban Communities (LAUC) at the University of Michigan Law School provides legal and technical assistance to community-based development organizations, primarily in the Detroit area. Through LAUC, student teams provide legal counsel to nonprofit community development corporations in the areas of affordable housing and community economic development. LAUC offers students an opportunity to develop transactional skills through representing client organizations in negotiations and dispute resolutions. Presently, the clinic has approximately 25 clients actively engaged in housing or commercial development. The scope of legal assistance provided by LAUC includes nonprofit corporate structuring, real estate law, and closing on public/private financing for affordable housing development. Other services include partnership/joint venture agreements between nonprofit and for profit developers, preparation of IRS 501(c)(3) applications, construction law, environmental issues related to development, and research, analysis, and development of housing-related legislation.

Examples of Major Projects

- **Research Projects:** *Personnel Policies Manual for Michigan Nonprofits, A Guide to Financial Resources for Community Development Corporations, Nuts and Bolts of Incorporating-A Guide for Non-lawyers on Michigan Nonprofit Corporations.* LAUC wrote, edited, and produced the manual.

- **Detroit Eastside Community Collaborative (DECC):** Using funding from a HUD Community Outreach Partnership Center grant, law students work with a coalition of community groups. The project also involves the School of Urban Planning and Architecture as well as Wayne State University and Michigan State University.

Resources

LAUC was started with a three-year grant from the Rockefeller Foundation and funds from a Kellogg Foundation grant to the University. A contract with the Michigan State Housing Development Authority (MSHDA) provides approximately one-third of the operating budget for the clinic. MSHDA refers Community Development Corporations (CDCs) that cannot afford legal services, as well as MSHDA-funded CDCs, to LAUC. The Clinic then determines whether to take on the referral as a client. MSHDA pays the Clinic a standard hourly rate for professional services. The Clinic has worked with faculty and students from the Urban Planning and Architecture School and School of Social Work on particular projects. In April 1995, LAUC opened a field office in Detroit.

Key Word(s): Funding, Housing, Innovation

University of Tennessee College of Law

The University of Tennessee College of Law collaborates with the University of Tennessee-Knoxville Community Partnership Center (CPC) to support community-related activities by law faculty and students. CPC is an interdisciplinary program, cofounded in 1994 by a member of the law faculty, that promotes research, learning, and service linkages between university faculty, students, and staff, and groups from low- and moderate-income communities in Knoxville and east Tennessee. CPC works with law faculty members to identify community placement opportunities for course-related fieldwork and to develop effective approaches to placement evaluation. It also responds to requests from student groups to help develop community-linked service projects and to recruit community presenters for law school events.

Examples of Major Projects

- **Interdisciplinary Course in Community Development:** This seminar-style course, cotaught by law and sociology professors, focuses on topics such as the local impact of globalization and implications of welfare reform. Students from law and other disciplines work in teams with community groups on field projects that emphasize collaborative and participatory methods of conducting research and providing professional services. Students have become involved in issues as diverse as plant closings, domestic violence, job training for welfare recipients, affordable childcare, international labor rights, and managed health care for low-income persons. Since the course is listed and credited as two separate courses, one in sociology and one in law, both faculty members receive full credit in their home units.

- **Community Associates and Community Fellows Program:** This program encourages grassroots community leaders to attend college courses, although they receive no academic credit. It has been adopted at the College of Law in the context of the Community Development seminar. Community leaders do not pay tuition nor are they admitted to the academic program. However, their presence in the classroom allows them to contribute valuable perspectives to the students. Student evaluations regularly praise this program, and community members report that the chance to step back from their own practice in a reflective setting benefits them as well.

- **Course in Nonprofit Corporation Law:** This new course assigns students to projects at a nonprofit community group, identified in part with the aid of CPC. Students work on legal problems and conduct preventive legal audits for selected nonprofit community groups. This course may become a regular, service-oriented part of the curriculum for students enrolled in the College's new Entrepreneurial

Law Center. This program stresses the development of transactional skills and entrepreneurial know-how.

Key Word(s): Business, Curriculum, Innovation, Partners

University of Washington School of Law

The ***Affordable Housing Development Clinic*** at the University of Washington represents first-time homebuyers and also assists with larger low-income housing development projects. Students interview clients, negotiate with landowners and financial institutions, draft documents, and learn about consummating transactions. Currently, the Clinic works closely with HomeSight, an affordable housing developer that provides community education for prospective first-time homebuyers. The Clinic has also worked with the Washington State Coalition for the Homeless, the Washington Low Income Housing Congress, and a number of nonprofit housing developers in Washington State.

Examples of Major Projects

- **Enterprise Community:** The Clinic is beginning a partnership with the Business and Economic Development Program of the University of Washington Business School. Teams of JD and MBA students provide services to nonprofit organizations and businesses in distressed communities in Seattle's Enterprise Community.

- **Partnership for Youth:** The Clinic is a partner in Partnership for Youth, a coalition that also includes businesses, social service organizations, the police, faith-based organizations, and the University of Washington School of Social Work. This program addresses the problems of homeless youth in the neighborhood around the school with a multifaceted approach that includes shelter, legal services, medical services, social services, community intervention, and general education services.

- **HomeSight:** HomeSight develops affordable housing for first-time buyers who must complete a series of homebuyer education classes to purchase a home. Clinic students work with HomeSight to teach classes on the purchase process as well as the rights and obligations related to owning a home.

Key Word(s): Housing, Partners

Yale University Law School

Students and faculty at Yale University Law School are engaged in housing and community development initiatives through three closely related clinics: the ***Housing and Community Development (HCD) Clinic***, the ***Professional Schools Neighborhood Clinic*** and the ***Nonprofit Organizations Clinic***. The HCD Clinic grew out of the experiences of students working with clients in New Haven homeless shelters and faculty desire to add transactional and policy-oriented clinical experiences to the curriculum. The Professional Schools Neighborhood Clinic started as an offshoot of HCD, but focuses efforts in a single neighborhood. This Clinic incorporates the work of students in law, management, public health, and architecture and planning. It provides legal services and other professional consultation to community groups—particularly nonprofit organizations involved in economic development—including efforts to develop and manage low-cost housing for low-income persons. Yale has sometimes served as a catalyst to organize efforts in community economic development. In addition, the Nonprofit Organizations Clinic performs tax and corporate organizational work for new and existing nonprofit entities; this Clinic operates independently of the other two.

Examples of Major Projects

- **Housing Operations Management Enterprises, Inc. (HOME):** This was the clinics' first housing development client, formed as a collaboration between community groups and local government to provide effective management of low-income housing. The Clinic formed three related nonprofit corporations: HOME Management for social service provision and property management, HOME Development for construction and rehabilitation, and HOME for policy matters, fund raising, and property acquisition

- **Greater Dwight Development Initiatives:** Students helped incorporate the Greater Dwight Development Corporation (GDDC) and continue to work with its administration. In the Dwight School project, students worked with state and local officials to create an addition that would provide neighborhood assembly and recreation space. The Dwight School project also includes a mental health clinic staffed by students and faculty from the Center for Child Studies as well as additional students involved in curriculum and school reform. In the Housing and Real Estate project, law students and architecture students worked on an inventory of blighted housing in the neighborhood. The Economic Development project involved students from several schools in developing a public-private partnership which has built a large supermarket that lowered food prices, employs neighborhood residents, and returns revenues to its co-owner, the GDDC.

- **Elm Haven:** Students assisted the Elm Haven Residents Council in developing, building, and operating a laundromat that serves both public housing tenants and the general public.

Key Word(s): Business, Curriculum, Housing, Innovation, Partners, Policy

Program Highlights

This chapter briefly highlights additional initiatives at certain law schools, including several clinical or seminar activities that are not community development-oriented but whose innovative aspects may have relevance for a law school's community development initiative. Many of the initiatives highlighted here are the relevant aspects of a larger program.

Law schools referenced in this chapter include:

- American University, Washington College of Law
- Boston College Law School
- Chicago-Kent College of Law
- City University of New York (CUNY) College of Law at Queens College
- Hastings College of Law, University of California
- Syracuse University College of Law
- Tulane University Law School
- University of Illinois College of Law
- University of New Mexico School of Law
- University of Pennsylvania Law School

American University, Washington College of Law

The ***Community and Economic Development Law Clinic*** at American University is in its second full year of providing transactional legal services to microenterprises and nonprofits. The Clinic enrolls 20 students for an entire academic year. Of those 20, 16 work on cases in-house under the supervision of two clinical faculty members. Client matters include structuring new limited liability companies and nonprofits, working with nonprofit clients to acquire facilities to start shelters for homeless women, providing economic development consultation for public housing tenants' councils, and representing tenants' cooperatives. The remaining four students work in closely guided externships with community groups that employ attorneys on site. All 20 students participate in weekly seminars on the substantive and policy aspects of practicing community economic development law.

Key Word(s): Business

Boston College Law School

In a collaborative effort between Boston College and a community-based nonprofit, Alternatives for Community and Environment (ACE), practicing public interest attorneys teach a course on ***Environmental Racism***. Students research legal issues faced by community organizations affiliated with or represented by those attorneys. Students work directly with community-based organizations, isolating problems, identifying possible options and solutions, and presenting those options to organization members. ACE provides direct services for some of these organizations and referrals for others. As a nonprofit, ACE has had reasonable success in securing external funding for this type of clinical work.

Key Word(s): Curriculum, Funding, Partners

Chicago-Kent College of Law

A unique aspect of two clinics at Chicago-Kent College of Law—the ***Employment Discrimination/Civil Liability Clinic*** and the ***Criminal Law Clinic***—is their fee-generating nature. This practice enables the Clinic's law offices to be staffed by outstanding clinical teachers who are also first-rate experienced practitioners. Chicago-Kent students receive clinical practice experience in nonpoverty fields of law and have the opportunity to work in a law firm environment. Chicago-Kent does not have a community development clinic. Open questions are

the extent to which fees can be generated either as part of community development clinical activities themselves or, alternatively, through other clinical activities and then used to defer costs of community development clinical activities.

Key Word(s): Funding, Innovation

City University of New York (CUNY) College of Law at Queens College

The stated mission of the City University of New York (CUNY) College of Law at Queens College is to educate and train lawyers for the practice of Law in the Service of Human Needs. CUNY Law has designed a unique curriculum that emphasizes practical experience during all three years of law school. In the first two years, required seminars totaling 15 credits integrate ethics, research, writing, interviewing, fact investigation, and case planning. The seminars provide students with the opportunity to apply what they are learning in simulated situations likely to be found in legal practice. Each third-year student is required to take at least 12 credits of in-house clinic, a field placement program, or an elective concentration of public importance.

CUNY has also embarked on a venture with several other law schools that emphasize public service—Northeastern University, the University of Maryland at Baltimore, and St. Mary's—in an attempt to better serve alumni dedicated to public service. This effort is intended to provide public service attorneys—most of whom do not enter large firms with established mentoring systems—with needed support. The program hopes to establish links among smaller firms to reap benefits from technology and economies of scale. The law schools would act as brokers, providing referrals and networking opportunities (especially with other types of professionals). The universities involved in this consortium cover a broad spectrum; they are a blend of urban and rural, public and private, and large and small institutions. The consortium hopes that the system will be replicated.

Key Word(s): Curriculum, Innovation, Partners

Hastings College of Law, University of California

The ***Public Law Research Institute*** at the Hastings College of Law, University of California, is funded through a separate line item in the university budget approved by the state legislature. The Institute analyzes legal issues in response to requests from various local and state entities. It has prepared reports on a wide variety of issues facing local and state governments including several that address housing. Working with the San Francisco mayor's office and the state legislature, students prepared reports on welfare reform implications for public housing, accessibility compliance with the Americans with Disabilities Act, and general reports and policy recommendations on economic development and affordable housing.

Key Word(s): Policy

Syracuse University College of Law

The Housing and Finance Clinic at Syracuse University College of Law has been in existence since 1988. It formed the Center for Education and Development of Affordable Residences, Ltd., which provides educational workshops and materials on affordable housing development to the community. The City of Syracuse Department of Community Development refers potential clients to the clinic. The Clinic has worked on multiple projects with Community Land Trusts, including the sale of houses to a housing cooperative and the development of an affordable housing project in a rural central New York county that includes sustainable agriculture and a food distribution network. Other projects include a daycare center, a job skills training program, and forming a corporation that serves as a facilitator for community development groups. The Clinic works with the Applied Learning Center dedicated to business law at the Syracuse College of Law.

Key Word(s): Business, Housing

Tulane University Law School

The mandatory pro bono program at Tulane University Law School was the first in the country. Years of experience have translated into an innovative format that allows the law school and pro bono attorneys to supervise 300 to 400 students annually. The result has been more than 70,000 hours of donated legal assistance. Students help low-income clients with a wide array of both civil and criminal matters. As part of its ***Community Service Program***, Tulane has

developed four projects using law school-funded practitioner/supervisors. They include a legal advice program for juveniles at Covenant House; Project for Older Prisoners (POPS), a service for elderly and infirm inmates who may be eligible for parole; a family law project in cooperation with the New Orleans Legal Assistance Corporation (NOLAC); and a consumer law project, also in cooperation with NOLAC. The practitioner/supervisors at NOLAC take cases that students can complete within their 20-hour time commitment, thus expanding NOLAC's overall caseload. Since students are not clinical practitioners, the attorneys retain responsibility for all work performed in these projects while students serve as assistants. Each attorney in the legal advice programs supervises 40 to 60 students per year.

Key Word(s): Funding, Innovation, Pro Bono

University of Illinois College of Law

The ***Transactional Clinic*** at the University of Illinois works closely with the East St. Louis Action Research Project (ESLARP), a collaborative effort between several schools and departments within the university and the local community. ESLARP uses an interdisciplinary approach that involves Community Psychology, Social Work, Architecture, Landscape Architecture, and Urban Planning; law is only one component of a much larger process of community renewal. ESLARP has a professionally staffed office in East St. Louis, and graduate student teams combining many disciplines make periodic trips to the office about 180 miles from campus. The law students themselves provide assistance on a wide range of topics, including, at the municipal level, home rule and the relationship between the city and county governments, and, with nonprofit groups, incorporation, real estate, and taxes.

Key Word(s): Housing, Partners

University of New Mexico School of Law

The clinical program at the University of New Mexico is widely regarded as one of the best in the nation. All students are required to complete a course of clinical education before graduation, with nearly 115 students completing this requirement each year. All clinics are accompanied by an ethics course that is coordinated with their clinical activities.

The ***Community Lawyering Clinic*** introduces problem solving through multidisciplinary collaboration with physicians, social workers, community planners, community activists, clergy, and business persons. It emphasizes a community-based approach to client representation, and

the development of students' perspectives on issues of diversity, social justice, and the lawyer's role in community building. The clinic focus changes depending on the faculty supervisor. The ***Southwest Indian Law Clinic*** (SILC) is an integral part of the Indian Law curriculum at the University of New Mexico, which includes a number of courses and an Indian Law Certificate Program. Under the supervision of a faculty member, law students handle project work and civil and criminal cases that involve Native American clients or involve Indian Law issues. SILC students also work on projects involving various tribal courts, tribal governments, and nongovernmental Native American organizations.

Key Word(s): Native Americans

University of Pennsylvania Law School

The Public Service Program at the University of Pennsylvania Law School uses a traditional externship format, but with more than 600 students involved in the program and 70 hours of service required from each student before graduation, the program is significantly larger than most other mandatory pro bono requirement programs. A unique feature is the use of student-managed projects. One such project is the ***Custody and Support Assistance Clinic*** (CASAC), which receives supervision from a local attorney, an alumnus who is also one of the founders of the program. Another student-managed project, ***Penn Advocates***, works with homeless and near-homeless persons out of an area soup kitchen, a public health center, and a community church. Penn Advocates has formed a partnership with the local Homeless Advocacy Project, which provides supervision for students' work.

The ***Philadelphia Urban Law Student Experience*** (PULSE) allows law students from both Temple University Law School and Penn to expand on the traditional Street Law program, which teaches a law-related curriculum to local high school students using an interactive style. The program has shifted focus slightly to include more reading and writing and address the strong connection between illiteracy and crime. For example, high school students may read *Macbeth*, write an analysis of a character's motivations, and hold a mock trial where students play certain characters. The program has also expanded to include a three-day Summer Institute for local educators. Teachers are trained on how to teach voting rights in high school, First Amendment and hate speech issues in middle school, and conflict resolution in elementary school. Teachers also have the opportunity to shadow a police car patrolling area neighborhoods. Teachers who complete this training are given priority to receive a law student instructor. These law student instructors teach, once a week, in pairs.

Key Word(s): Innovation, Partners, Pro Bono

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Appendix I
Service Learning Requirements

This chart illustrates the increasing extent to which service learning is becoming a required part of the law school experience. The pro bono requirement listings were provided by Pro Bono Students America. The clinical requirement listings are drawn from a number of sources.

Law School	Requirement	Type of Program
CUNY, Queens College	12 credit hours	courses or clinicals
Columbia University	40 hours	pro bono
University of the District of Columbia	15 credit hours	clinical
Florida State University	20 hours	pro bono
Loyola, Los Angeles	40 hours	pro bono
Loyola University, New Orleans	2 credit hours	poverty law course
Northeastern University	30 hours	pro bono
Southern Methodist University	30 hours	pro bono
Stetson University	10 hours	pro bono
Touro Colorado - JD Fuchsberg Law Center	20 hours	course or clinical option
Tulane University	20 hours	pro bono
University of Hawaii	60 hours	pro bono
University of Louisville	30 hours	pro bono
University of Maryland	course	practicum with low-income community
University of Montana	4 credit hours	clinical
University of Pennsylvania	70 hours	pro bono
University of Puerto Rico	6 credit hours	clinical
University of Washington	60 hours	pro bono
Valparaiso University	20 hours	pro bono
Vermont Law School	30 hours	skills simulation, clinical, or externship
Western State University	20 hours	pro bono

Appendix II
Web Page Addresses

Association of American Law Schools
http://www.aals.org

American Bar Association Forum on Affordable Housing and Community Development Law
http://www.abanet.org/forums/affordable/home.html

American University, Washington College of Law
http://www.wcl.american.edu/

Boston College Law School
http://www.bc.edu/bc_org/avp/law/lwsch/Index.html

Chicago-Kent College of Law
http://www.kentlaw.edu/

City University of New York (CUNY) School of Law at Queens College
http://web.law.cuny.edu/

Columbia University Law School
http://www.columbia.edu/cu/law/

Duquesne University School of Law
http://www.duq.edu/law/law.html

Franklin Pierce Law Center
http://www.fplc.edu/

The George Washington University Law School
http://www.law.gwu.edu/

Georgetown University Law Center
http://www.law.georgetown.edu

Golden Gate University School of Law
http://www.ggu.edu/schools/Law/home.html

Harvard University Law School
http://www.law.harvard.edu/

Hastings College of Law, University of California
http://www.uchastings.edu/

The John Marshall Law School
http://www.jmls.edu/

New York University School of Law
http://www.law.nyu.edu/index.html

Pace University School of Law
http://www.law.pace.edu/

Stanford University Law School
http://www-leland.stanford.edu/group/law/index.html

State University of New York-University of Buffalo School of Law
http://www.buffalo.edu/law/Nav3/splash.html

Syracuse University College of Law
http://www.law.syr.edu

Temple University Law School
http://www.temple.edu/lawschool/index.html

Tulane University Law School
http://www.law.tulane.edu/

University of Baltimore School of Law
http://www.ubalt.edu/www/law/index.html

University of California at Los Angeles (UCLA) School of Law
http://www.law.ucla.edu/

University of Colorado at Boulder School of Law
http://www.colorado.edu/Law/

University of Illinois College of Law
http://www.law.uiuc.edu/

University of Michigan Law School
http://www.law.umich.edu/

University of New Mexico School of Law
http://www.unm.edu/~unmlaw/lawsch.html

University of Notre Dame Law School
http://www.law.nd.edu

University of Pennsylvania Law School
http://www.law.upenn.edu/

University of Tennessee College of Law
http://www.law.utk.edu/

University of Washington School of Law
http://www.law.washington.edu/

Yale University Law School
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